Quality Progress Report (QPR) For Texas FFY 2019

1) Overview

To gain an understanding of the availability of child care in the State/Territory please provide the following information on the total number of child care providers. Please enter N/A when necessary.

1.1 State or Territory Child Care Provider Population

Enter the total number of child care providers that operated in the State/Territory as of September 30 of the last federal fiscal year. These counts should include all child care providers, not just those serving children receiving CCDF subsidies. Please enter N/A when necessary.

oviders, not just those serving children receiving CCDF subsidies. Please er
hen necessary.
a. Licensed family child care # 4,914
□ N/A
Describe:
Licensed and Registered Child Care Homes
b. Legally exempt family child care (care in providers' home) #
▼ N/A
Describe:
Legally exempt providers are not eligible for CCDF subsidies
c. Licensed center-based programs # 9,624
□ N/A
Describe:
Licensed Child Care Centers
d. Legally exempt center-based programs #
☑ N/A
Describe:
Only Department of Defense operated programs are exempt from licensing
standards. Data on the number of DoD-operated programs is not available.

Texas Page 1 of 50

e. In-home (care in the child's own home) #	0
□ N/A	
Describe:	
pending data request from CCL	
f. Other (explain)	

1.2 Goals for Quality Improvement

Based on Question 7.1.1 from the FFY2016-2018 CCDF State Plan for the FFY2018 QPR and Question 7.1.2 from the FFY2019-2021 CCDF State Plan for FFY2019-2021 QPRs, please report your progress on the State or Territory's overarching goals for quality improvement during October 1 to September 30 of the last federal fiscal year.

You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible.

GOAL: Improve the quality of child care by assisting child care providers in achieving higherquality standards, including Texas Rising Star certification and national accreditation.

- The number of TRS providers grew from 1,373 to 1,658, a 17 percent increase.

GOAL: Increaseaccess to quality child care for families by increasing the number of TRS-certified and nationally accredited facilities.

- The average number of CCDF children per day who enrolled in a Texas Rising Star program grew from 48,814 to 49,131.

GOAL: Improve child caregiver quality by increasing early childhood education professional development opportunities for child care and prekindergarten teachers.

- In 2019, Local Workforce Development Boards (Boards) provided scholarships for more than 1,000 caregivers, professional training on early learning guidelines to 900 programs, and mentoring/technical assistance to over 5,800 programs
- In 2019, TWC continued support of three initiatives that focused on professional development (the Professional Development Scholarship, Child Care Business Administration credential, and Child Development Associate (CDA) credential).

2) Supporting the training and professional development of the child care workforce

Goal: Ensure the State/Territory's professional development systems or framework provides

Texas Page 2 of 50

initial and ongoing professional development and education that result in a diverse and stable child care workforce with the competencies and skills to support all domains of child development. Please select N/A when necessary.

2.1 State/Territory Progression of Professional Development

2.1 State, Formery Fregression of Frenches and Bevelopment
2.1.1 Did the State/Territory use a workforce registry or professional development registry to track progression of professional development during October 1 to September 30 of the last federal fiscal year?
▼ Yes.
If yes, describe:
Texas began statewide roll-out of the Texas Workforce Registry, a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. Currently, 18,346 caregivers and 2,836 directors are utilizing the registry.
□ No.
If no, what alternative does the State/Territory use to track the progression of professional development for teachers/providers serving CCDF eligible children? Describe:
2.1.2 Are any teachers/providers required to participate?
☐ Yes.
If yes, describe:
✓ No.
If no, describe:
Participation is voluntary.

- 2.1.3 How many people were in the registry as of September 30 of the last federal fiscal year? # 21,182
- 2.2 What supports did the State/Territory make available to teachers/providers to help them progress in their education and professional pathway between October 1 and September 30 of the last federal fiscal year (check all that apply)? If available, how many people received each type of support?

Texas Page 3 of 50

Scholarships (for formal education institutions) # 1,016	
Financial bonus/wage supplements tied to education levels # 1,116	
☑ Career advisors, Mentors, Coaches, or Consultants # 5,814	
Reimbursement for training # 459	
Loans #	
▼ Other.	
Describe:	
Boards provided Texas Rising Star mentoring and technical assistance to 5,814	
programs; the number of individuals is not known.	
Child Development Associate Credential Scholarships: 289 total - 217 were awarded through the Professional Development Scholarships initiative - 72 were awarded through the Child Development Credential initiative	/e
□ N/A	
Describe:	
2.3 Did the State/Territory have other initiatives available to support professional development and the workforce during October 1 to September 30 of the last federatiscal year? (e.g. Substitutes, sick/annual leave, release time, etc.) Yes.	al

If yes, describe:

TWC approved funding for a CDA training program to enhance professional development of child care provider staff and provide the training necessary for child care teachers to achieve CDAs. This initiative is still in progress.

TWC also approved funding for a Child Care Business Administration credential to enhance business and organizational skills specific to child care business owners and/or directors. This initiative ended 6/30/2019.

In partnership with the Office of the Governor and the Texas Education Agency (TEA),

Texas Page 4 of 50

TWC offers a one-and-a-half-day professional development annual conference for TRS-certified providers and public prekindergarten teachers. This initiative is ongoing.

TWC provided funding to T.E.A.C.H. Early Childhood® TEXAS, which provides scholarships for those working in licensed child care centers and registered or licensed family child care homes in Texas. CCDF-funded scholarships were available for the CDA assessment fee and associate's degrees. This initiative is still in progress with 217 CDA scholarships awarded and 87 Associate scholarships awarded in FY'19.

N	lo.

For the questions 2.4 to 2.9 please report on the number of staff by qualification level as of September 30th of the last federal fiscal year. Count only the highest level attained by staff.

2.4 Licensed child care center director

a) How many had a Child Development Associate (CDA)?

Unknown

Describe:

Texas began roll-out of the Texas Workforce (WF) Registry, a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data. Numbers depicted represent those currently in the WF Registry. Statewide rollout for the WF Registry will continue through 2021.

#: 148 %: 18

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

Texas began roll-out of the Texas Workforce (WF) Registry, a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training

Texas Page 5 of 50

hours. At this time, the system does not have completed statewide data. Numbers depicted represent those currently in the WF Registry. Statewide rollout for the WF Registry will continue through 2021.

#: 323 %: 38

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Describe:

Texas began roll-out of the Texas Workforce (WF) Registry, a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data. Numbers depicted represent those currently in the WF Registry. Statewide rollout for the WF Registry will continue through 2021.

#: 355 %: 42

d) How many had a State child care credential?

Unknown

Describe:

Texas does not have a state child care credential. Texas relies on the nationally associated continuum for credentialing in early childhood education: CDA to Associates to Bachelors and beyond.

#: 0 %: 0

e) How many had State infant and toddler credentials?

Unknown

Describe:

At this time, Texas does not have an infant and toddler credential. However, the new statewide infant and toddler specialist network will include work towards a state credential.

Texas Page 6 of 50

#: 0 %: 0

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

Unknown

Describe:

Texas began roll-out of the Texas Workforce (WF) Registry, a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data. Numbers depicted represent those currently in the WF Registry. Statewide rollout for the WF Registry will continue through 2021.

#: 14 %: 2

2.5 Licensed child care center teachers

a) How many had a Child Development Associate (CDA)?

Unknown

Describe:

Texas began roll-out of the Texas Workforce (WF) Registry, a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data. Numbers depicted represent those currently in the WF Registry. Statewide rollout for the WF Registry will continue through 2021.

#: 766 %: 29

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

Texas began roll-out of the Texas Workforce (WF) Registry, a web-based application for early childhood education (ECE) professionals who work with children birth to age

Texas Page 7 of 50

eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data. Numbers depicted represent those currently in the WF Registry. Statewide rollout for the WF Registry will continue through 2021.

#: 822 %: 31

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Describe:

Texas began roll-out of the Texas Workforce (WF) Registry, a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data. Numbers depicted represent those currently in the WF Registry. Statewide rollout for the WF Registry will continue through 2021.

#: 1008 %: 38

d) How many had a State child care credential?

Unknown

Describe:

Texas does not have a state child care credential. Texas relies on the nationally associated continuum for credentialing in early childhood education: CDA to Associates to Bachelors and beyond.

#: 0 %: 0

e) How many had State infant and toddler credentials?

Unknown

Describe:

At this time, Texas does not have an infant and toddler credential. However, the new statewide infant and toddler specialist network will include work towards a state credential.

Texas Page 8 of 50

#: 0 %: 0

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

Unknown

Describe:

Texas began roll-out of the Texas Workforce (WF) Registry, a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data. Numbers depicted represent those currently in the WF Registry. Statewide rollout for the WF Registry will continue through 2021.

#: 55 %: 2

2.6 Licensed family child care providers

a) How many had a Child Development Associate (CDA)?

Unknown

Describe:

Texas began roll-out of the Texas Workforce (WF) Registry, a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data. Numbers depicted represent those currently in the WF Registry. Statewide rollout for the WF Registry will continue through 2021.

#: 35 %: 33

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

Texas began roll-out of the Texas Workforce (WF) Registry, a web-based application

Texas Page 9 of 50

for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data. Numbers depicted represent those currently in the WF Registry. Statewide rollout for the WF Registry will continue through 2021.

#: 34 %: 32

C)		How ma	ny had	l a l	3ache	lor's	degree ir	n an ear	ly child	dhood	educati	ion î
----	--	--------	--------	-------	-------	-------	-----------	----------	----------	-------	---------	-------

Unknown

Describe:

Texas began roll-out of the Texas Workforce (WF) Registry, a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data. Numbers depicted represent those currently in the WF Registry. Statewide rollout for the WF Registry will continue through 2021.

#: 37 %: 35

d) How many had a State child care credential?

Unknown

Describe:

Texas does not have a state child care credential. Texas relies on the nationally associated continuum for credentialing in early childhood education: CDA to Associates to Bachelors and beyond.

#: 0 %: 0

e) How many had State infant and toddler credentials?

Unknown

Describe:

At this time, Texas does not have an infant and toddler credential. However, the new statewide infant and toddler specialist network will include work towards a state

Texas Page 10 of 50

credential.

#: 0 %: 0

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

Unknown

Describe:

Texas began roll-out of the Texas Workforce (WF) Registry, a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data. Numbers depicted represent those currently in the WF Registry. Statewide rollout for the WF Registry will continue through 2021.

#: 0 %: 0

2.7 Licensed child care center directors who serve CCDF children

a) How many had a Child Development Associate (CDA)?

Unknown

Describe:

Texas began roll-out of the Texas Workforce (WF) Registry, a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data. Numbers depicted represent those currently in the WF Registry. Statewide rollout for the WF Registry will continue through 2021.Of those participating in the registry, TWC did not have CDA information for directors who serve CCDF children.

#: %:

b) How many had an Associate's degree in an early childhood education?

Texas Page 11 of 50

■ Unknown

Describe:

Texas began roll-out of the Texas Workforce (WF) Registry, a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data. Numbers depicted represent those currently in the WF Registry. Statewide rollout for the WF Registry will continue through 2021.

Of those participating in the registry, 46 directors who serve CCDF children had an Associates degree. At this time, however, TWC is unable to identify the field of study for these degrees and whether they are in ECE or a related field.

#: %:

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Describe:

Texas began roll-out of the Texas Workforce (WF) Registry, a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data. Numbers depicted represent those currently in the WF Registry. Statewide rollout for the WF Registry will continue through 2021.

Of those participating in the registry, 52 directors who serve CCDF children had a Bachelor's degree or higher, 4 had a PhD, and 19 had a Master's degree. At this time, however, TWC is unable to identify the field of study for these degrees and whether they are in ECE or a related field.

#: %:

d) How many had a State child care credential?

Texas Page 12 of 50

2.2	_
l In	known
UH	KIIOWII

Describe:

Texas does not have a state child care credential. Texas relies on the nationally associated continuum for credentialing in early childhood education: CDA to Associates to Bachelors and beyond.

#: 0 %: 0

e) How many had State infant and toddler credentials?

Unknown

Describe:

At this time, Texas does not have an infant and toddler credential. However, the new statewide infant and toddler specialist network will include work towards a state credential.

#: 0 %: 0

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

Unknown

Describe:

Texas began roll-out of the Texas Workforce (WF) Registry, a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data. Numbers depicted represent those currently in the WF Registry. Statewide rollout for the WF Registry will continue through 2021.

At this time, TWC is unable to identify the field of study for degrees and whether they are in ECE or a related field.

#:

%:

Texas Page 13 of 50

2.8 Licensed child care center teachers who serve CCDF children

a) How many had a Child Development Associate (CDA)?

✓ Unknown

Describe:

Texas began roll-out of the Texas Workforce (WF) Registry, a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data. Numbers depicted represent those currently in the WF Registry. Statewide rollout for the WF Registry will continue through 2021.Of those participating in the registry, TWC did not have CDA information for directors who serve CCDF children.

#:

%:

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

Texas began roll-out of the Texas Workforce (WF) Registry, a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data. Numbers depicted represent those currently in the WF Registry. Statewide rollout for the WF Registry will continue through 2021.

Of those participating in the registry, 124 had an Associate's degree. At this time, however, TWC is unable to identify the field of study for these degrees and whether they are in ECE or a related field.

#:

%:

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Texas Page 14 of 50

Describe:

Texas began roll-out of the Texas Workforce (WF) Registry, a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data. Numbers depicted represent those currently in the WF Registry. Statewide rollout for the WF Registry will continue through 2021.

Of those participating in the registry, 147 had a Bachelor's degree. At this time, however, TWC is unable to identify the field of study for these degrees and whether they are in ECE or a related field.

#: %:

d) How many had a State child care credential?

Unknown

Describe:

Texas does not have a state child care credential. Texas relies on the nationally associated continuum for credentialing in early childhood education: CDA to Associates to Bachelors and beyond.

#: 0 %: 0

e) How many had State infant and toddler credentials?

Unknown

Describe:

At this time, Texas does not have an infant and toddler credential. However, the new statewide infant and toddler specialist network will include work towards a state credential.

#: 0 %: 0

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience

Texas Page 15 of 50

teaching appropriate age group?

Unknown

Describe:

Texas began roll-out of the Texas Workforce (WF) Registry, a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data. Numbers depicted represent those currently in the WF Registry. Statewide rollout for the WF Registry will continue through 2021.

Two individuals participating in the registry had a PhD and 25 had a Master's degree. At this time, however, TWC is unable to identify the field of study for these degrees and whether they are in ECE or a related field.

#: %:

2.9 Licensed family child care providers who serve CCDF children

- a) How many had a Child Development Associate (CDA)?
 - Unknown

Describe:

The WF Registry does not currently identify Family Child Care providers. Data for Family Child Care providers is captured in the Licensed Child Care Center information.

#: %:

b) How many had an Associate's degree in an early childhood education?

■ Unknown

Describe:

The WF Registry does not currently identify Family Child Care providers. Data for Family Child Care providers is captured in the Licensed Child Care Center information.

Texas Page 16 of 50

#:	
%:	
c) How many had a Bachelor's degree in an early childhood education?	
✓ Unknown	
Describe:	
The WF Registry does not currently identify Family Child Care providers. Data for	
Family Child Care providers is captured in the Licensed Child Care Center	
information.	
#:	
%:	
d) How many had a State child care credential?	
☐ Unknown	
Describe:	
Texas does not have a state child care credential. Texas relies on the nationally	
associated continuum for credentialing in early childhood education: CDA to	
Associates to Bachelors and beyond.	
#: O	
%: 0	
e) How many had State infant and toddler credentials?	
☐ Unknown	
Describe:	
At this time, Texas does not have an infant and toddler credential. However, the n	ew
statewide infant and toddler specialist network will include work towards a state	
credential.	
#: 0	
%: 0	
f) How many had an "other" degree in a field related to early childhood education or	
coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?	
Unknown	
Constitution of the consti	

Texas Page 17 of 50

Describe:

The WF Registry does not currently identify Family Child Care providers. Data for Family Child Care providers is captured in the Licensed Child Care Center information.

#:

%:

2.10 Spending

2.10.1. Did the State/Territory spend CCDF quality set aside funds to support the training and professional development of the child care workforce during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on supporting the training and professional development of the child care workforce

Yes.

If yes, %: 30.43

■ No

N/A

Describe:

To estimate FFY2019 spending, TWC collected estimated expenditure data from each local Board and combined that data with state-level expenditure estimates.

Percentages reflect each category's relative share of the combined state and local estimated expenditures.

Estimates include expenditures for the following:

- Local activities to provide training, scholarships, and other professional development activities
- Statewide initiatives such as CDA training, TEACH scholarships, program administration training, and conferences

2.10.2 Did the State/Territory use other non-CCDF funds to support the training and professional development of the child care workforce (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Texas Page 18 of 50

Yes.	
If yes, des	cribe:
☑ No	
□ N/A	
Describe:	
from the Consolid	State/Territory expect to spend at least some of the increased CCDF funds dated Appropriations Act, 2018 towards supporting the training and elopment of the child care workforce?
☑ No	
□ N/A	
Describe:	

2.11 Progress Update:

Describe the measures the State/Territory used to evaluate progress to improve the quality of child care programs during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

The biggest indicator of progress is participation in the state's QRIS. TWC monitors Texas Rising Star participation on a monthly basis. In FY2019, Texas saw a substantial increase in participation, with the number of Texas Rising Star providers rising 17 percent from 1,373 in FY 2018 to 1,658 in FY2019.

TWC also monitors the Boards' CCDF quality expenditures quarterly. The following activities were provided locally in FY2019:

- # of providers receiving financial support and/or targeted technical assistance for Texas Rising Star certification: 6,384
- # of proivders receiving mentoring services that ulitmately obtain, retain, or attain higer certification levels: 1,853
- # of providers receiving training/technical assistance on the state's early learning guidelines: 901

Texas Page 19 of 50

- # of caregivers receiving scholarships and other financial support: 3,577
 Additionally, several statewide initiatives contributed to the quality of child care programs in FY2019. Program participation and outcomes are monitored for each initiative:

- Professional Development for Early Childhood Educators (CDA and AA degree scholarships)
- Planning for Individualized Instruction (Child Assessment project)
- Early Childhood Education Partnership (CDA Career & Technology Education andcoaching support)
- Child Care Business Administrator Training
- Online CDA training
- Texas School Ready project
- Texas Early Childhood Learning Summit

3) Improving early learning and development guidelines

Goal: To ensure the State/Territory has research-based early learning and development guidelines appropriate for children birth to age 12, including children with special needs and dual language learners that are used to inform practice, professional development, and families.

3.1. Describe any changes or updates to the State or Territory's early learning and development guidelines during October 1 to September 30 of the last federal fiscal year

No changes were made to theInfant, Toddler, & Three-Year-Old Early Learning Guidelines (ages birth to three years) or the Texas Prekindergarten Guidelines (ages three to five years) in 2019.

3.2 Spending

3.2.1. Did the State/Territory spend CCDF quality set aside funds during October 1 to
September 30 of the last federal fiscal year on the development or implementation of early
learning and development guidelines? This includes CCDF funds from all available
appropriation years that were spent during the fiscal year. If so, what was the percentage of
CCDF quality dollars spent on the development or implementation of early learning and
development guidelines?

Yes.	
If ves.	%:

Texas Page 20 of 50

☑ No	
□ N/A	
Describe:	
learning and development Preschool Development Fu	ry use other non-CCDF funds to develop or implement early guidelines (for example, TANF funds spent directly on quality, unds, state or local funds, etc.) during October 1 to September 30 ar? If yes, describe the source of the funding and the total amoun
No N/A Describe:	
	tory expect to spend at least some of the increased CCDF funds propriations Act, 2018 on developing or implementing early guidelines
☑ No	
□ N/A	
Describe:	

3.3 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

Texas has in place the Texas Prekindergarten Guidelines and the Texas Infant and Toddler Early Guidelines. Both sets of guidelines reflect current understanding of child development and best practices in early care and education. Texas did not make any updates to these guidelines this year, but will continue to evaluate the guidelines annually.

Texas Page 21 of 50

4) Developing, implementing, or enhancing a quality rating improvement system (QRIS) and other transparent system of quality indicator

Goal: To ensure the State/Territory implements a quality rating and improvement system, or other quality rating system, to promote high-quality early care and education programs.

Please provide your State/Territory's definition of high quality care, and how it relates to the tiers of your QRIS (if applicable). This may include the State/Territory's RTT-ELC definition of high quality or high quality definition as part of the State/Territory's Quality Rating Improvement System (QRIS). If no QRIS exists describe other measures used to assess quality (may include assessment scores, accreditation, or other metric):

Texas defines high quality through the Texas Rising Star program. Providers that achieve Texas Rising Star certification offer high-quality care that exceeds the Texas Health and Human Services Commission minimum Child Care Licensing (CCL) standards for director and staff qualifications, caregiver-child interactions, age-appropriate curricula and activities, nutrition and indoor/outdoor environments and activities, and parent involvement and education. Asproviders progress through the three levels of TRS provider certification (2-star, 3-star, and 4-star) via a hybrid scoring system, they demonstrate higher levels of quality. Texas Rising Star provides professional development, resources, and mentoring to support providers to improve and maintain the quality of child care programs.

QRIS) change during October 1 to September 30 of the last federal fis	cal year?
Yes, the State/Territory QRIS is now operating State/Territory-wide	
Yes, the State/Territory QRIS is now operating as a pilot, in a few localities, or only a few levels	
Yes, the State/Territory is now operating another system of quality improvement.	
Describe:	
Yes, the State/Territory no longer has a QRIS.	
No, the status of the State/Territory QRIS has not changed as of Sep of the last federal fiscal year.	otember 30th

4.1 Did the status of your State/Territory quality rating and improvement system

4.2 Did the types of providers included in the State/Territory QRIS change during

Texas Page 22 of 50

	e added or removed (check all that apply):
Yes	
☐ Adde	d licensed family child care
Rem	oved licensed family child care
☐ Adde	d legally exempt family child care (care in providers' home)
Reme	oved legally exempt family child care (care in providers'
☐ Adde	d licensed center-based programs
Rem	oved licensed center-based programs
☐ Adde	d legally exempt center-based programs
☐ Rem	oved legally exempt center-based programs
☐ Adde	d in-home (care in the child's own home)
☐ Rem	oved in-home (care in the child's own home)
Othe	r.
Desci	ibe:
No 4.3 Is particip Yes Describe	ation in the State/Territory QRIS mandatory for any group of providers?
✓ No ✓ N/A Describe	; ;
a) Licensed b) Legally 6 c) Licensed	number of programs that met the State's high quality definition as of the last fiscal year: I family child care # 128 exempt family child care (care in providers' home) # 0 I center-based programs # 1501
, .	exempt center-based programs # 29 (care in the child's own home) # 0

Texas Page 23 of 50

□ N/A
Describe:
4.5 Enter the number of CCDF children in high quality care by age grouping as of
September 30 of the last federal fiscal year:
a) Birth to 35 months # 29,076b) 3 years up to kindergarten entry # 34,766
c) School Aged (post kindergarten entry) # 29,948
d) Other. Describe:
n/a
II/a
□ N/A
-
Describe:
4.6 Provide the percentage of CCDF children in high quality care by age grouping as
of September 30 of the last federal fiscal year:
a) Birth to 35 months % 31.00
b) 3 years up to kindergarten entry % 37.07
c) School Aged (post kindergarten entry) % 31.93
d) Other. Describe:
n/a
□ N/A
Describe:
4.7 Provide the number of programs that participated in the State/Territory's QRIS in
the last fiscal year.
4.7.1 What is the total number of <i>eligible</i> child care settings for QRIS or other transparent
system of quality indicators?
i. Licensed Child Care Centers:
4,735
□ N/A

Texas Page 24 of 50

Describe:	
ii. Licensed Family Child C # 1,004 \[\sum N/A \] Describe:	are Homes:
iii. License-Exempt Provide	ers:
✓ N/A	
Describe:	
Department of Defen Centers.	se operated providers are included in the data for Licensed
	ole, what is the total number and percentage of child care hat participated in the QRIS or other transparent system of
i. Licensed Child Care Cen	iters:
□ N/A	
Describe:	
# 1,724 % 36.41	
ii. Licensed Family Child C	are Homes:
□ N/A	
Describe:	
# 109	
% 10.85	
iii. License-Exempt Provide	ers:
☑ N/A	

Texas Page 25 of 50

	Department of Defense providers offer high quality, but are not licensed or tracked
	by the state.
# %	
/0	
(or relatives, how	the State/Territory provide one-time grants, awards or bonuses connected to ed to) QRIS during October 1 to September 30 of the last federal fiscal year? If we many were provided to the following types of programs during October 1 to per 30 of the last federal fiscal year?
☑ Y	es
a)	Licensed center-based programs: # 1,485
	Licensed Family Child Care Homes: # 88
•	Legally exempt care in providers home: # 0
•	Legally exempt center-based programs: # 0 In-home (care in the child's own home): # 0
□ N	•
-	
Di	escribe:
(or relatives, how (or relatives) Y a) b) c) d) e)	Licensed center-based programs: # 194 Licensed Family Child Care Homes: # 10 Legally exempt care in providers home: # 0 Legally exempt center-based programs: # 0 In-home (care in the child's own home): # 0
De	escribe:

Describe:

Texas Page 26 of 50

4.10 Did the State/Territory provide ongoing technical assistance related to the QRIS or other quality rating system during October 1 to September 30 of the last federal

fiscal year? If so, how many programs received ongoing technical assistance during October 1 to September 30 of the last federal fiscal year?

▼ Yes
a) Licensed center-based programs: # 1,121
b) Licensed Family Child Care Homes: #86
c) Legally exempt care in providers home: # 0
d) Legally exempt center-based programs: # 0
e) In-home (care in the child's own home): # 0
□ No
□ N/A
Describe:

4.11 Did the State/Territory provide higher subsidy rates related to the QRIS or other quality rating system during October 1 to September 30 of the last federal fiscal year? If so, how many programs received higher subsidy payment rates due to their QRIS rating during October 1 to September 30 of the last federal fiscal year?

✓ Yes

- a) Licensed center-based programs: # 1,530
- b) Licensed Family Child Care Homes: # 128
- c) Legally exempt care in providers home: # 0
- d) Legally exempt center-based programs: # 29
- e) In-home (care in the child's own home): # 0

□ No

N/A

Describe:

Reimbursement rates are set using a tiered system. TRS 2-Star Program Providers receive a reimbursement of at least 5 percent higher than regular reimbursement; TRS 3-Star Program Providers at least 7 percent higher; and TRS 4-Star Program Providers at least 9 percent higher. Additionally, in August 2018, regular reimbursement rates were raised overall by 2 percent and Boards were required to set the 4-star level at the 75th percentile of the 2017 Market Rate Survey (MRS), with the 3-star level at 90 percent of the 4-star rate and the 2-star level at 90 percent of the 3-star rate. Additional statewide increases were approved in FY2019 to benchmark FY2020 rates to the 2019 MRS.

4.12 Spending

Texas Page 27 of 50

4.12.1 Did the State or Territory use CCDF quality set aside funds to support QRIS or other quality rating system during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent supporting QRIS o other quality related improvements? Yes.
If yes, %: 37.37
□ No
□ N/A
Describe:
To estimate FFY2019 spending, TWC collected estimated expenditure data from each local Board and combined that data with state-level expenditure estimates.
Percentages reflect each category's relative share of the combined state and local estimated expenditures.
 Estimates include expenditures for the following: Reimbursement payment differentials for higher levels of quality as recognized by Texas Rising Star Local activities to support and expand Texas Rising Star, including curriculum, classroom materials, and other program supports Texas Rising Star program mentorand assessor staffing and supervision, salaries/benefits, travel and indirect costs (rent, utilities, etc.) Local Board staffing and operations to plan for, manage and oversee local quality activities
4.12.2 Did the State or Territory use other non-CCDF funds to support QRIS or other quality rating system (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount. Yes. If yes, %:
▼ No
□ N/A

Texas Page 28 of 50

_				
וו	es	cr	ıh	ω.
ப	でる	UI.		ᅜ.

4.12.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to support QRIS or other quality rating systems?

Yes.

If yes, describe:

TWC utilized additional funds to increase Board funding distributions for Texas Rising Star mentor and assessor staff. The amount allocated went from roughly \$3 million in FY2018 to \$10 million in FY2019. Texas Rising Star mentor and assessor staff provide support and program assessments to providers who wish to be quality-rated.

□ No
□ N/A
Describe:

4.13 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

TWC monitors the number of providers participating in TRS.In FY2019, over a fifth of providers receiving subsidies participated in Texas Rising Star(1,658 TRS providers out of 7,562 subsidized providers). Additionally, the number of programs participating in Texas Rising Star increased 17 percent from FY2018 to FY2019.

5) Improving the supply and quality of child care programs for infants and toddlers

Goal: Ensure adequate and stable supply of high quality child care with a qualified, skilled workforce to promote the healthy development of infants and toddlers. Please report on all activities funded by quality dollars and infant toddler set-aside.

5.1. Provide the total number of State funded Infant Toddler Specialists available to providers during October 1 to September 30 of the last federal fiscal year.

Texas Page 29 of 50

- a) Number of Specialists available to all providers #
- b) Number of Specialists available to providers serving CCDF children #
- c) Number of infant toddler specialists available specifically trained to support FCC providers #
- d) Number of providers served #
- e) Total number of children reached #
- N/A

Describe:

In FY2019, Texas did not have infant and toddler specialists. However, TWC approved funding for the development of a statewide Infant and Toddler Specialist Network to be implemented in FY2020.

- 5.2. Provide the number of professionals receiving any State- funded on-site coaching in infant and toddler practice during October 1 to September 30 of the last federal fiscal year.
 - a) Number of licensed center-based teachers #
 - b) Number of licensed family child care providers #
 - c) Number of license-exempt providers of care in their home #
 - d) Number of center directors #
 - N/A

Describe:

In FY2019, Texas did not have infant and toddler specialists.

- 5.3. Of the number of professionals listed in question 5.2, what percentage served CCDF children during October 1 to September 30 of the last federal fiscal year?
 - a) Number of licensed center-based teachers #
 - b) Number of licensed family child care providers #
 - c) Number of license-exempt providers of care in their home #
 - d) Number of center directors #
 - N/A

Describe:

In FY2019, Texas did not have infant and toddler specialists.

5.4. Provide the total number of State funded infant and toddler health consultants in the State or Territory during October 1 to September 30 of the last federal fiscal year.

Texas Page 30 of 50

b) Consultants available to providers serving CCDF children #
▼ N/A
Describe:
In FY2019, Texas did not have infant and toddler specialists.
5.5. Did the State/Territory conduct an analysis of supply and demand for infant toddler slots and to identify areas of focus to build supply during October 1 to September 30 of the last federal fiscal year?
☐ Yes
(please provide link)
□ No
▼ N/A
Describe:
Boards may conduct their own local analysis of supply and demand to identify areas of
focus to meet their local needs.
 5.6. Provide the number of staffed FCC networks supported by the CCDF funds through direct agreement with a centralized hub or community-based agency during October 1 to September 30 of the last federal fiscal year. a) Number of staffed FCC networks: #
Describe what the hub provides to participating FCC providers:
✓ N/A
Describe:
In, FY2019, Texas did not have any staffed FCC networks supported by CCDF funds
through direct agreement with a centralized hub or community-based agency.
However, in FY2019 TWC approved funding for implementing regional FCC networks
be be implemented in FY2020.
·

a) Consultants available in State #

5.7 Spending

5.7.1. Did the State or Territory use CCDF quality set aside funds in addition to the 3% infant

Texas Page 31 of 50

and toddler set-aside to improve the supply and quality of child care programs and services for infants and toddlers during October 1 to September 30 of the last federal fiscal year? If so, what estimated percentage of CCDF quality dollars was spent supporting the quality and supply of infant and toddler care? The State or Territory should not include the 3% infant and toc

toddler set-aside in the	estimated percentage.
✓ Yes.	
If yes, %: 15.14	
□ No	
□ N/A	
Describe:	
	2019 spending, TWC collected estimated expenditure data from each ombined that data with state-level expenditure estimates.
	ct each category's relative share of the combined state and local
 Local activitie such as purch expansion 	expenditures for the following: es to improve the supply and quality of care for infants and toddlers hasing infant/toddler classroom furniture and materials for capacity hasitives such as rate differentials for tiered quality in infant/toddler
of child care programs a directly on quality, Preso	erritory use other non-CCDF funds to improve the supply and quality nd services for infants and toddlers (for example, TANF funds spent shool Development Funds, state or local funds, etc.) during October ast federal fiscal year? If yes, describe the source of the funding and
✓ No N/A	
Describe:	

5.7.3. Does the State/Territory expect to spend at least some of the increased CCDF funds

Page 32 of 50 Texas

from the Consolidated Appropriations Act, 2018 to improve the supply and quality of child care programs and services for infants and toddlers?

✓ Yes.

If yes, describe:

TWC approved funding for a statewide Infant and Toddler Specialist Network initiative to be implemented in FY 2020.

Additionally, at the end of FY2018, Boards received an additional \$3.5 million to improve the supply and quality of care for infants and toddlers through FY2019. With these funds, 223 infant providers added 1,764 slots and 227 toddler providers added 2,673 slots.

□ No
□ N/A
Describe:

The CCDBG Act of 2014 included changes targeted at improving the supply and quality of infant-toddler care. Lead Agencies are encouraged to systematically assess and improve the overall quality of care infants and toddlers receive, the systems in place or needed to support and enhance the quality of infant and toddler providers and the capacity of the infant and toddler workforce to meet the unique needs of very young children, and the methods in place to increase the proportion of infants and toddlers in higher quality care.

5.8 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

In FY2019, TWC evaluated the following measures:

- the number of providers trained on the infant and toddler guidelines: 560, a slight decrease since 2018 (583)
- the number of providers meeting Texas Rising Star standards for infant and toddler guidelines: 1,658, a significant increase since 2018 (1,372)

Over time, many more providers are meeting the Texas Rising Star standards for the state's infant and toddler guidelines.

6) Establishing or expanding a statewide system of child care resource and referral services

Texas Page 33 of 50

Goal: State/Territory provides: services to involve families in the development of their children, information on a full range of child care options, and assistance to families in selecting child care that is appropriate for the family's needs and is high quality as determined by the State/Territory.

6.1. Describe how CCDF quality funds were used to establish or expand a statewide system of child care resource and referral services during October 1 to September 30 of the last federal fiscal year.

In FY2019, TWC provided funding to Texas' Health and Human Services Commission to help maintain the state's 2-1-1 system which helps Texans connect to a variety of services including child care.

6.2. Did the State/Territory change its use of symbols or simple icons, such as stars or
levels, to communicate levels of quality for child care programs beyond what may be
communicated to parents about licensing status and compliance during October 1 to
September 30 of the last federal fiscal year?
☐ Yes
Describe:
▽ No

6.3 Spending

□ N/A

Describe:

6.3.1. Did the State or Territory use CCDF quality set aside funds to establish or expand a statewide CCR&R during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent to establish or expand a statewide CCR&R?

Yes.	
If yes, %	0.61
☐ No	
□ N/A	

Texas Page 34 of 50

Describe:

Texas does not currently have a statewide Child Care Resource and Referral system. However, TWC does provide CCDF funds to the Texas Health and Human Services Commission to support the state's 2-1-1 system. 2-1-1 includes information about local workforce boards and child care programs across the state along with other human services program information. In 2019, 2-1-1 responded to over 20,000 calls related to child care.

6.4. Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

The Texas 2-1-1 system is a broad human services referral system and did not have any progress measures specific to Child Care in FY2019. In FFY2019, 2-1-1 received and

Texas Page 35 of 50

processed over 20,000 calls requesting information about child care.

7) Facilitating compliance with State/Territory requirements for inspection, monitoring, health and safety standards and training, and State/Territory licensing standards

Goal: To ensure child care providers maintain compliance with State/Territory licensing, inspection, monitoring, and health and safety standards and training.

7.1. Has the State/Territory aligned health and safety standards with the following: a) Caring for Our Children Basics Yes.

₩ No.

If not, describe:

Texas minimum standards fully align with approximately 57% of the Caring for Our Children Basics (CFOCB) standards and partially align with approximately 43% of the CFOCB standards

b) Head Start

Yes.

✓ No.

If not, describe:

Texas minimum standards align with Head Start safety practices in 1302.47, with the exception of 1302.47(a), which requires consultation of the Caring for Our Children Basics

c) State pre-k

Yes.

No.

If not, describe:

Texas pre-k does not have statewide health and safety standards.

Texas Page 36 of 50

7.2. Check if pre-service/ongoing (or both) training is provided to child care staff on the following: Licensing Standards Ongoing health and safety training or education Monitoring Protocols N/A Describe:

7.3 Complaints regarding child care providers received during October 1 to September 30 of the last federal fiscal year

- 7.3.1 How many complaints were received regarding providers during October 1 to September 30 of the last federal fiscal year?
 - a) Licensed providers # 11,446
 - b) Licensed-exempt providers # 0
- 7.3.2 What was the average length of time between receiving the complaint and taking steps to respond to a complaint during October 1 to September 30 of the last federal fiscal year? Priority 1 Minimum Standards Violation 10.29 hours Priority 2 Minimum Standards Violation 2.46 days Priority 3 Minimum Standards Violation 2.83 days Priority 4 Minimum Standards Violation 1.85 days Priority 5 Minimum Standards Violation 1.59 days
- 7.3.3 How many complaints received an on-site follow-up inspection during October 1 to September 30 of the last federal fiscal year ? # 6,763
- 7.3.4 How many of the complaints resulted in one or more substantiated violations in the program or provider site identified during October 1 to September 30 of the last federal fiscal year ? # 3,308
- 7.3.5 How many child care providers had CCDF funding revoked as a result of an inspection during October 1 to September 30 of the last federal fiscal year? # 0
- 7.3.6 How many child care providers closed as a result of an inspection during October 1 to September 30 of the last federal fiscal year? # 39
- 7.3.7 Please provide any additional information regarding health and safety complaints and inspections in the State or territory during October 1 to September 30 of the last federal fiscal year:

Data provided was gathered for the State Fiscal Report (as of 8/31/19). Some CCL data is merged with Department of Family and Protective Services (DFPS) data, as abuse neglect investigations resides under DFPS.

Texas Page 37 of 50

7.4 How many child care staff, including caregivers, teachers, and directors, received coaching or TA to improve their understanding and adherence to health and safety standards (as a result of an inspection) during October 1 to September 30 of the last federal fiscal year?

- a) Licensed child care center staff: # 37,887
- b) Licensed family child care staff: # 11,823
- c) Licensed exempt child care staff: # 0
- d) Licensed exempt family child care staff: # 0
- e) N/A

Describe:

Numbers indicate the total number of instances technical assistance was provided to operations.

7.5 Spending

7.5.1 Did the State or Territory spend CCDF quality set aside funds on facilitating compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriations years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on facilitating compliance with State/Territory requirements?

✓ Yes.	
If yes, %:	10.52
□ No	
□ N/A	
Describe:	

Texas' Legislative Budget Board (LBB) calculates the funds needed for inspections, monitoring, health/safety standards, and state licensing standards. The LBB allocates the necessary funds directly to HHSC.

7.5.2 Did the State or Territory use other non-CCDF funds (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) on facilitating compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and

Texas Page 38 of 50

the total amount.
☐ Yes.
If yes, describe:
✓ No
□ N/A
Describe:
7.5.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 facilitate compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards?
☐ Yes.
If yes, describe:
✓ No
□ N/A
Describe:

7.6 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

CCL uses the following measures to evaluate progress in facilitating child care provider compliance with state standards:

- Number of applications, monitoring, follow-up, and investigation inspections
 - Application and Monitoring 19,993 (including listed homes), 19,989 (without listed homes) as of 8/31
 - Follow Up 8,118 (including listed homes), 7,433 (without listed homes) as of 8/31
 - Investigation Inspections 7,435 (including listed homes), 7,384 (without listed homes) as of 8/31
- Number of voluntary plans of action put into effect:190
- Number of corrective actions put into effect: 76
- Illegal operations identified were 1,401 and investigations resolved were 1,430
- Technical assistance offered by minimum standard was 87,873 (including listed homes), 87,679 (without listed homes) as of 9/30

Additionally, local Boards use CCL data to provide targeted technical assistance to existing

Texas Page 39 of 50

and potential Texas Rising Star programs:

- Analyzing the most frequent minimum standards deficiencies for Texas Rising Star providers and targeting training and technical assistance to improve quality and adherence to standards at those providers
- Analyzing non-TRS providers whose inspection records indicate potential eligibility for Texas Rising Star and targeting outreach and recruitment of those providers into the program

8) Evaluating the quality of child care programs in the State/Territory, including evaluating how programs positively impact children

Goal: State/Territory investment in effective quality improvement strategies using reliable data from evaluation and assessment

8.1. What assessment tool(s) did the State/Territory use in center based programs during October 1 to September 30 of the last federal fiscal year?

a) To measure program quality, describe:

Boards use the Texas Rising Star assessment tools developed by the Children's Learning Institute to measure program quality and Texas Rising Star certification level.

b) To measure effective practice, describe:

N/A

c) To measure age appropriate child development, describe:

Boards and providers select tools to measure child progress. TWC has made available Teaching Strategies GOLD as well as CL"s Circle Progress Monitoring tool. Additionally, many Boards and providers utilize developmental screening tools such as Ages and Stages Questionnaire.

d) Other, describe:	
N/A	
□ N/A	
Describe:	

Texas Page 40 of 50

8.2. What assessment tool(s) did the State/Territory use to measure quality of program and effective practice in family child care programs during October 1 to September 30 of the last federal fiscal year?

a) To measure program quality, describe:

Boards use the Texas Rising Star assessment tools developed by Childlren't Learning Institute to measure program quality and star level.

b) To measure effective practice, describe:

In FY2019, the Children's Learning Institute completed a study of the Texas Rising Star program standards. Part of this work was to measure the strength of the relationship between specific program standards and positive child outcomes. The study results are helping to inform the Texas Rising Star Four-Year Review which will be completed in FY2020.

Additionally, Boards may provide funding for tools at the local level to measure effective practice in child care programs. For example, some Board areas use the Classroom Assessment Scoring System (CLASS) to evaluate effective practice, particularly caregiver-child interactions.

c) To measure age appropriate child development, describe:

Boards and providers select tools to measure child progress. TWC provided funding for the Planning for Individualized Instruction statewide initiative which provided subsidized programs with access to Teaching Strategies GOLD. In FY2019, the progress of over 18,000 children was assessed at the beginning and end of the 2018-19 school year.

TWC also supported the development of the Children's Learning Institute's Circle Progress Monitoring tool which is free to all child care providers and public pre-K programs. Additionally, many Boards and providers utilize developmental screening tools such as the Ages and Stages Questionnaire.

d) Other, describe:

N/A

Texas Page 41 of 50

□ N/A	
Describe:	

8.3 Spending

8.3.1. Did the State or Territory spend CCDF quality set aside funds on evaluating the quality of child care programs, practice, or child development during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on evaluating child care programs, practice, or child development?

Yes.	
If yes, %:	0.89
□ No	
□ N/A	

Describe:

To ensure equitable distribution of quality ratings and reimbursements and provide accurate assessments of quality for families and other stakeholders TWC provided \$1,150,000 to Children's Learning Institute to analyze the validity and reliability of the Texas Rising Star (TRS) assessment instrument and develop and implement a certification program for TRS assessors and mentors in order to provide specialized technical assistance for providers to help them improve their star rating. This study ended August 31, 2019. The final report from this study was published October 2019.

Addtionally, some Boards implemented local initiatives to evaluate the quality of programs, practice, and child development.

8.3.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to evaluate the quality of child care programs, practice, or child development during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.	
If ves.	describe:

Texas Page 42 of 50

□ N/A
Describe:
The state did not use non-CCDF funds development for the evaluation of program
quality.
8.3.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 on evaluating the quality of child care programs in their state?
▼ Yes.
If yes, describe:
In FY'18, TWC approved funding for a Cost of Child Care Quality statewide study
which will be completed in 2021. The study will consist of in-depth provider interviews
and rigorous analyses of expenditures associated with TRS and an examination of
business practices to identify weaknesses and strategies to improve providers'
operational efficiencies and free up resources for activities that directly benefit child
care quality.
□ No
□ N/A
which will be completed in 2021. The study will consist of in-depth provider interviews and rigorous analyses of expenditures associated with TRS and an examination of business practices to identify weaknesses and strategies to improve providers' operational efficiencies and free up resources for activities that directly benefit child care quality.

8.4 Progress Update:

Describe:

■ No

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

TWC submits the Evaluation of the Effectiveness of Subsidized Child Care to the Texas Legislature in January every other year. The most recent report was submitted in January 2019 and is available online: https://twc.texas.gov/files/students/evaluation-of-the-effectiveness-of-child-care-report-to-86th-legislature-twc.pdf

Additionally, the 86th Texas Legislature passed House Bill 680 which increases TWC's reporting requirements for the Child Care program to include more information related to high quality child care. HB 680 went into effect in FY2019 and will be fully implemented in

Texas Page 43 of 50

FY2020.

9) Supporting providers in the voluntary pursuit of accreditation

Goal: Support child care programs and FCCs in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of quality

- 9.1. How many providers did the State or Territory support in their pursuit of accreditation during October 1 to September 30 of the last federal fiscal year?
 - a) Number of licensed center based providers # 133
 - b) Number of licensed FCC providers # 2
 - c) Number of center based providers that serve CCDF children # 133
 - d) Number of FCC providers that serve CCDF children # 2
 - N/A

Describe:

For C and D above, all TRS providers accept subsidy.

9.2 Spending

9.2.1 Did the State or Territory spend CCDF quality set aside funds on accreditation during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on evaluating child care programs, practice, or child development?

✓ Yes.

If yes, %: .01

No
N/A
Describe:

Support for national accreditation is not currently a state-level focus area. All reported expenditures are based on local Board initiatives.

9.2.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to support accreditation during October 1 to September 30 of the last federal fiscal year? If yes,

Texas Page 44 of 50

describe the source of the funding and the total amount.
Yes.
If yes, describe:
✓ No
□ N/A
Describe:
9.2.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to support accreditation for child care providers? Yes. If yes, describe:
☑ No
□ N/A
Describe:

9.3 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

Support for national accreditation is not currently a state-level focus area. All reported expenditures are based on local Board initiatives. In FY2019, 113 providers received mentoring supports, two providers received financial supports, and 20 providers received both mentoring and financial supports in obtaining and/or retaining national accreditation. This data point was not collected prior to 2019, but will be captured going forward.

10) Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development

Goal: Assist programs to meet high-quality comprehensive program standards relating to health, mental health, nutrition, physical activity, and physical development

Texas Page 45 of 50

10.1 Quality Indicators

10.1.1 Does the State/Territory have quality improvement standards that include indicators covering the following areas beyond what is required for licensing?
▼ Yes.
No. Skip to 10.2
10.1.2 If yes, check which indicators, the State/Territory has established.
✓ Health, nutrition, and safety of child care settings
Physical activity and physical development in child care settings
Mental health of children
✓ Learning environment and curriculum
■ Ratios and group size
✓ Staff/provider qualifications and professional development
▼ Teacher/provider-child relationships
▼ Teacher/provider instructional practices
Family partnerships and family strengthening
☐ Other
Describe:
10.2 Spending
10.2.1. Did the State or Territory spend CCDF quality set aside funds on supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on these standards? Yes.
If yes, %:
✓ No
□ N/A
Describe:

Texas Page 46 of 50

TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to support the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.
Tyes.
If yes, describe:
✓ No
□ N/A
Describe:
10.2.3 Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to support the development or adoption of high-quality program standards?
Tyes.
If yes, describe:
✓ No
□ N/A
Describe:

10.2.2 Did the State or Territory use other non-CCDF funds development (for example,

10.3 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

The 86th Texas Legislature passed multiple bills related to licensing standards and children's mental and physical health, nutrition, and physical activity.

Additionally, these areas are under consideration as part of the current Texas Rising Star Four-Year Review which will be completed in FY2020.

Texas Page 47 of 50

11) Other activities to improve the quality of child care services as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten-entry are possible

Goal: To improve the quality of child care programs and services related to outcomes measuring improved provider preparedness, child safety, child well-being, or kindergartenentry

11.1 Progress Update:

Based on the State/Territory's response to Question 7.9.1 of the FFY2016-2018 CCDF Plan for FFY2018 QPR and Question 7.11 of the FFY2019-2021 CCDF Plan for FFY2019-2021 QPRs describe progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible. If the State or Territory is using measures not described in the current State Plan to evaluate please also describe:

TWC partnered with the Texas Association for the Education of Young Children (TAEYC) (in collaboration with Teaching Strategies) to continue the Early Childhood Assessment Project (the Project) throughout the state. At no cost, providers are given developmentally appropriate tools that enable early childhood caregivers to assess the development and learning of children ages birth to five years and to train caregivers on the assessment tools, data gathering, and reporting. The Project helps caregivers use assessment data to offer care and instruction that are individualized according to each child's strengths and needs. Additionally, the Project will evaluate its outcomes.

Relevant measures include the following cumulative data for FY2019:

- The number of child care providers participating:99
- The number of caregivers trained on the instructional and assessment tools: 2,152
- Appropriate gains in child development measures: over 18,000 children assesed

11.2 Spending:

11.2.1 Did the State or Territory spend CCDF quality set aside funds on other activities to improve the quality of child care services during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of the CCDF quality dollars was spent on these standards?

Texas Page 48 of 50

▼ Yes.
If yes, %: 5.03 No N/A Describe: To estimate FFY2019 spending, TWC collected estimated expenditure data from each local Board and combined that data with state-level expenditure estimates. Percentages reflect each category's relative share of the combined state and local estimated expenditures.
Estimates include expenditures for the following: - Shared services initiatives including the funding of child care management/back- office software to improve programs through efficient business practices - Activities to support the development of child care and public prekindergarten partnerships to blend state education dollars with CCDF for eligible children - Activities to improve the school readiness of young children
11.2.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to improve the quality of child care services during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount. \[\subseteq \text{Yes.} \] If yes, describe:
No N/A Describe:
11.2.3 Does the State/Territory expect to use at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 on other activities to improve the quality of child care services as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten-entry are possible? Yes.

Texas Page 49 of 50

If yes, desc	cribe:
☑ No	
□ N/A	
Describe:	

- 12) Lead Agencies must submit an annual report, as required at 45 CFR § 98.53(f)(4), describing any changes to State/Territory regulations, enforcement mechanisms, or other State/Territory policies addressing health and safety based on an annual review and assessment of serious child injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible. (Note: This requirement is effective FFY 2019. States/Territories do not have to include this report with the FFY 2018 QPR submission.)
- a) Describe the annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible.

TWC reviews the child fatality data for CCDF providers when it occurs and on an annual basis as part of the QPR development. TWC and CCL meet regularly to coordinate policy and operations. Data indicates that unregulated or illegal operations pose the biggest risk to children's health and safety.

b) Describe any changes to State regulations, enforcement mechanisms, or other States policies addressing health and safety based on the annual review and assessment. Senate Bill 706 passed by the 86th Texas Legislature increased child care facility monitoring and provided for a specific focus on facilities operating illegally. In FY2019, CCL began implementing Senate Bill 706 which requires a unit of investigators whose primary responsibility is to identify child care facilities operating without a license, certification, or registration. This unit will also initiate appropriate enforcement actions against those facilities.

CCL is also developing rules to implement Senate Bill 569 which requires minimum standards for listed family homes which previously had minimal regulation.

Additionally, CCL also plans to focus on community engagement and outreach to help

Texas Page 50 of 50

individuals providing unregulated care become regulated and providing them with the tools to be successful business owners. The community engagement and outreach will also focus on providing parents education on how to choose regulated care and to stay involved in their child's care.

Texas Page 51 of 50